



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

136956 - Teacher Leadership Compensation Grant Application for Boyden-Hull CSD - Fall of 2015

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 2015-10-14 07:32:13

Signature: Steve Grond

Submitted By: Steve Grond

Applicant Information

Project Officer

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First Name Middle Name Last Name
 Title: Superintendent
 Email*: steveg@boyden-hull.k12.ia.us
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City* Hull Iowa 51239
City State/Province Postal Code/Zip
 Phone*: 712-439-2711
Phone Ext.

Program Area Carl D. Perkins Career and Technical
 of Interest* Education Act of 2006 (P.L. 109-270)

Fax:
 Agency

Organization Information

Organization Name*: Boyden-Hull CSD
 Organization Type*: K-12 Education
 DUNS:
 Organization Website: www.boyden-hull.k12.ia.us
 Address: 801 1st St.

City State/Province Postal Code/Zip
 Hull Iowa 51239
 Phone: 712-439-2711
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Benefactor
 Vendor
 Number

Cover Sheet-General Information

Authorized Official

Name* Steve Grond

Title* Superintendent

Organization* Boyden-Hull CSD

If you are an individual, please provide your First and Last Name.

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City/State/Zip* Hull Iowa 51239
City State Zip

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	Lori Hoven		
Title	School Business Official		
Organization	Boyden-Hull CSD		
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County(ies) Participating, Involved, or Affected by this Proposal*	Lyon County, Sioux County		
Congressional District(s) Involved or Affected by this Proposal*	4th - Rep Steve King (R) <small>Congressional Map</small>		
Iowa Senate District(s) Involved or Affected by this Proposal*	1, 2 <small>District Map</small>		
Iowa House District(s) Involved or Affected by this Proposal*	1, 3, 4 <small>District Map</small>		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. *

Yes

If YES, describe the positive impact expected from this project

It will offer opportunities to teachers to assume leadership roles. Given our current demographics this could positively impact women moving into leadership roles.

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. *

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.
*

Not Applicable

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.*

Yes

Name of Person Submitting Certification.*

Steve Grond

Title of Person Submitting Certification*

Superintendent

Recipient Information

District*

Boyden-Hull Community School District

Use the drop-down menu to select the district name.

County-District Number*

84-0747

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Mr.

Name of Superintendent*

Steve Grond

Telephone Number*

712-439-2711

E-mail Address*

steve.grond@boyden-hull.org

Street Address*

801 1st Street

City*

Hull

State*

Iowa

Use the drop-down menu to select the state.

Zip Code*

51239

TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Steve Grond
Telephone Number*	712-439-2711
E-mail Address*	steve.grond@boyden-hull.org
Street Address*	801 1st Street
City*	Hull
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	51239

Demographic Profile

October 2014 Certified Enrollment	618
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October 2014 Free/Reduced Lunch %	33
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AEA Number	12
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Please select the TLC model number that most closely resembles your district plan.

TLC Model Number*	Model 3 – Comparable Plan
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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

ABSTRACT

After many months of study and collaborative discussions, the Boyden-Hull Teacher Leadership and Compensation (TLC) committee is pleased to present this plan for consideration. Due to the critical conversations held and data collected during the process, we are confident that this plan is supported by multiple district stakeholders.

The Boyden-Hull CSD is approximately 1 hour north of Sioux City in the communities of Boyden and Hull, Iowa. The district is fiscally sound and educates 621 students in two buildings, Pre-K - 6th grades in Boyden and 7th - 12th grades in Hull. 33% of our student body qualifies for free/reduced lunch; our Hispanic population has risen 10% in the last 10 years. Enrollment remains stable, and our standardized test scores are above or near the state average in all subject areas. We have 50 highly-qualified teachers, 8 of whom have fewer than five years of experience.

Boyden-Hull's mission is to "Be the Best We Can Be." Our vision is to provide a school that:

- focuses on student learning
- encourages parental involvement

- supports and maintains excellent staff
- utilizes a curriculum that emphasizes basic skills merged with electives that enhance writing, technology, communication, and fine arts
- provides facilities that promote learning
- develops learning communities that mutually support one another

Our ultimate goal at Boyden-Hull is to develop confident, productive citizens.

The TLC system, which endeavors to improve student achievement by improving instruction, will help us fulfill that vision by developing the skills of all staff through professional development and coaching opportunities. Furthermore, these teacher leaders will help promote current initiatives including but not limited to PLCs, AIW, early literacy, technology integration, and more. The TLC grant will allow 36% of our teaching staff to grow professionally as leaders and educators while supporting and building capacity of all educators in the district.

The mission of our plan is to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we

- Attract, support, and promote excellent teachers through mentoring and leadership opportunities
- Give highly effective teachers opportunities to grow
- Provide focused leadership and supports for differentiated, meaningful professional development
- Improve instructional practices grounded in Iowa Core through collaboration and feedback

then student learning will increase, and students will develop into responsible, independent, and productive citizens.

Through careful consideration of input garnered from stakeholders, research of existing compensation models, and analysis of our district's needs, we have developed a plan that includes seven leadership roles:

Technology Integrationist: 2 half-time positions. This role will focus on the district-wide 1:1 initiative by assisting teachers individually and collectively in meeting technological needs with the intention of strengthening learning.

Instructional Coach: 2 half-time positions. These positions will enhance learning by providing better teaching strategies, encouraging engagement among learners, and boosting rigor in the classroom.

Literacy Coach: 2 half-time positions. The primary focus of the literacy coach[es] will be writing across the curriculum and vertical alignment of the K-12 writing curriculum.

Beginning Teacher Mentors: Mentor teachers, paired with new staff, will provide emotional and educational support to beginning teachers who strive to master their craft, thereby strengthening instruction.

New-to-District Mentors: Mentor teachers, paired with new staff, will provide support to experienced teachers new to the district to guide them in district policy, initiatives, and culture, thereby easing their transition and strengthening instruction.

PLC Coaches: 8 positions. Existing teachers will function as coaches for other teachers in the district. Each leader, assigned to a small group of teachers, will lead AIW and small group PLC meetings as well as instruct co-workers in other best-practices to strengthen instruction.

Each leadership position will collaborate directly with the building principals and other teacher leaders to enhance the district's professional development plan, respond to the needs of our students and teaching staff, and provide leadership opportunities for exemplary educators to bolster current initiatives focused on academic improvement. Additionally, our plan includes the following components, outlined in greater detail in our application:

- Rigorous selection process including application letter, resume, *Teacher Leader Self-Assessment*, copies of Professional Learning Plans from the applicant's last three years, and two letters of recommendation.
- Clear outline of requirements, qualifications, and responsibilities for each role.
- Evaluation system with peer review and rubrics that directly correspond to the role responsibilities, expectations, and effectiveness.

Ultimately, this plan will increase teacher capacity and collaboration and positively influence student achievement.

The estimated budget for this plan is \$187,916 and will be used to cover:

- compensation and additional contract days for 18 leadership roles
- 3 full-time employees to fill positions vacated by teachers taking leadership positions

- substitutes
- professional development

Boyden-Hull would be proud to be a model in representing small districts in Iowa by developing teacher leadership opportunities, providing effective education and mentoring support systems for new and experienced teachers, and offering professional development for all teachers. The TLC funds would support BHCS D continued efforts to move toward "Being the Best We Can Be."

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application?* No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

PART 1

Creating the Plan

In April 2015, a team from Boyden-Hull (BH) attended an AEA training to explore the Iowa TLC System and application process. The team included 2 elementary instructors and 2 secondary instructors, 2 of whom were members of the NEA. Both principals and the superintendent also served on the team. The selected team was a diverse blend of professionals with a collective longevity of 90 years at BH and a vested interest in the success of BH and the implementation of TLC. After research and discussion, the team determined that TLC would benefit BH, and we proceeded to plan.

Apr. to Sept., the team met to develop the plan, and make contact with stakeholders. Together, the group accumulated 45 hours of group work and over 45 hours of independent research.

The team:

- gathered program information
- evaluated other districts' systems
- identified stakeholders
- developed informational material
- developed surveys to collect data
- reviewed timeline and analyzed data
- used stakeholder input to determine needs
- developed descriptions for prioritized positions

Planning Grant Funds

Team member stipends	\$3,900
Meeting costs	\$791
Travel expenses	\$317
Substitute teachers:	\$1825
Editors' fees:	\$500
Total	\$7,333

Educating Stakeholders and Gathering Input

Without the support of all BH stakeholders, TLC cannot meet its full potential. We made every effort to inform stakeholders and solicit input which was measured through face-to-face discussions, formal meetings, and online surveys.

Administrator Commitment

The BH administration serve on the TLC team, recognizing that teachers at BH are committed to the best possible instruction. The district's vision is to provide resources and support to maintain an excellent staff that is highly motivated and committed to quality education, and TLC will contribute significantly to this effort. All administrators support the system.

Teacher Commitment

We gathered teacher support by distributing information regarding TLC to teaching staff in both buildings. A brochure sent to all teachers and associates provided an overview of the system's benefits, gave supporting links, and encouraged input. In July, all teachers and associates received an online survey soliciting input. After reiterating the purpose of TLC, teachers were first asked if they would support implementation of the system and then what positions would help improve instruction. Our intent was to use this information to begin shaping the direction of our TLC plan. The majority responded, with 100% of respondents in favor of implementing the TLC system at BH. Priority positions identified through the survey included:

1. Technology Integrationist
2. Writing Integrationist
3. Educational Coach

During the Aug. inservice, the TLC team shared more information about the system with teachers and led discussions to both identify the specific needs at BH and develop definitions of positions. Through discussion and analysis within mixed grade-level groups, the following roles were determined to be priorities:

1. Technology Integrationist
2. Instructional Coach

Parent Commitment

Our district's vision for parents is to encourage involvement to enhance learning, high moral standards, and quality lifestyle. In July, 100% of all parents with registered students received a brochure via email outlining TLC's purpose, explaining the application process, and encouraging dialogue with the TLC team members. Translated and print versions were available for ELL families and those without internet services. Later in July, all parents received a survey focusing on parents' understanding of the specific needs of improving instruction at BH. Among the responses, priority positions identified by parents included the following:

1. Educational Coach
2. Technology Integrationist
3. Mentor Teacher

Additional Stakeholders

The Teacher Quality Team (TQT), comprised of administrators and elementary and secondary representatives,

also reviewed the system and application process. One hundred percent of the TQT were in favor of pursuing the grant and implementing the system at BH. The BH School Board received preliminary information about the program, the process, and the interest level of teachers. Board members also received a draft of the grant and were offered the opportunity to ask questions and provide input. Board members indicated 100% support. Information was provided to the School Improvement Advisory Committee (SIAC). The majority of members indicated support for the TLC system.

All evidence gathered from the stakeholders at BH indicated strong support for the TLC system and provided valuable data for developing the plan to best benefit our school. Based on the evidence procured in discussions, surveys, and meetings, the team determined that the TLC system would be a positive system for implementation at BH, both supporting our vision for our district and offering opportunities for growth in instruction.

Based on the feedback gathered from stakeholders, we determined the following positions would be developed:

- Technology integrationists
- Literacy coaches with an emphasis on writing
- Mentor teachers
- PLC coaches

Narrative

Using Part 2 application narrative from previous submission?* No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

PART 2

The vision of the Boyden-Hull CSD is "To Be the Best it Can Be" with a mission that focuses on:

- student learning
- parental involvement
- supporting and maintaining excellent staff
- utilizing a curriculum that emphasizes basic skills merged with electives that enhance writing, technology, communication, and fine arts
- facilities that promote learning
- mutually supportive learning communities

In essence, Boyden-Hull will produce confident, productive citizens.

In addition to our mission and vision, our school used teams of stakeholders from every part of our district -- students, parents, teachers, administrators, community members -- to define our core beliefs:

- Community: Boyden-Hull is committed to students, families and communities essential to the life of the school. We strive to build a sense of family which is supported by the community.
- Empowerment: We dedicate ourselves to creating lifelong learners adept at problem-solving and prepared

for learning and success beyond our school.

- High Standards: We challenge all stakeholders to high achievement: students, employees, and community; we hold each other responsible for meeting those standards.
- Innovation: We encourage students and staff to take risks, think creatively, and find solutions in an ever-changing world of education. Although delivery methods evolve, the fundamentals of education remain constant.

Along with our mission, vision, and core beliefs, BH has adopted the five state goals. Using such, we intend to produce an integrated plan that has a positive effect on staff and students. The vision of Iowa's Task Force on TLC will assist BH to meet these goals by transforming the teaching profession with greater support and more career opportunities for teachers. BH plans to add 18 leadership positions, opportunities for 36% of our teachers.

State & Local TLC Goals	Job	Primary Purpose	Connection to Core Beliefs
#1: Attract able and promising new teachers...	Begin-ning Teacher (BT) Mentors (2)	New teachers will be attracted to BH through competitive salaries and extensive mentoring that will first be coordinated with the AEA program and extended a third year through a local program.	These positions fulfill our vision, mission, and core beliefs by enhancing community, creating lifelong learners among staff members, empowering new teachers while encouraging innovation, and setting high standards for those in and new to the district.
	New-to-District Mentors (2)	A new-to-district mentor will assist teachers experienced in the profession.	
#2: Retain effective teachers...	All leader-ship positions	Current teachers may apply for these positions: <ul style="list-style-type: none"> • ½ time instructional coach (2) • ½ time technology integrationist (2) • ½ time literacy coach (2) • part-time PLC coach (8) • teacher mentors (4) 	Our core beliefs manifest themselves in 18 opportunities for 36% of our staff by empowering teachers to serve as leaders and enhancing student learning through high standards and innovation.
#3: Promote collaboration...	All leader-ship positions	Collaboration is currently encouraged during scheduled inservice days as well as PLC Wednesdays (a program in place for 7 years) where classes dismiss 1 hour early for faculty collaboration. This continued and new collaboration, through all leadership positions, adds positivity to professional connections and school climate.	Collaboration occupies the heart of empowerment and high standards, a facet of our core beliefs. Teachers working together empower and propel one another to high standards to positively impact student learning.
#4: Reward professional growth and effective teaching...	All leader-ship positions	The new TLC positions will provide financial rewards and leadership opportunities for up to 36% of the BH staff.	Our core beliefs encourage innovation, high standards and empowerment. Allowed to become leaders and to choose growth, teachers will grow.
#5: Improve student achievement by strengthening instruction.	All leader-ship positions	The ultimate TLC purpose is to strengthen instruction. Research shows a strong connection between student achievement and collective leadership. Although the district has mostly met or exceeded the state averages in student achievement for reading, math, and science, we can do better. Reducing the achievement gaps in subgroups is a	Student achievement factors heavily into our core beliefs. We maintain high standards for students and teachers, encourage innovation and problem-solving for lifelong learning and success beyond secondary

		<p>priority. Resources from the TLC grant will enhance ongoing efforts to provide students with a high quality education through the delivery of a guaranteed and viable curriculum, using research-based instructional practices guided by data-informed decision-making.</p> <p>This goal can be measured using Measures of Academic Progress (MAP) Tests, Iowa Assessments, and AIMSweb results district-wide.</p>	education.
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Using Part 3 application narrative from previous submission?* No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

PART 3

The Boyden-Hull Community School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture, and relationship. District initiatives include a focus on literacy with the emphasis on writing across the curriculum, integrating technology and Science, Technology, Engineering, and Math (STEM) into the classroom, continued support and collection data from the Authentic Intellectual Works (AIW) initiative, effective professional development based on data-driven decision making from various assessments (AIMSweb, MAP tests, and Iowa Assessments), the integration of the Iowa Core through mapping of curriculum utilizing Curriculum Mapper, and supporting beginning teachers and new-to-district teachers with mentor teachers.

District Initiatives	How Boyden-Hull's TLC Plan Supports District Initiatives
Literacy Program & Writing Across the Curriculum	Two ½ time teachers (1 in each building) will be hired to be a literacy coach. The literacy coach will focus on student learning in the area of writing across the curriculum, review assessment data, and plan activities to improve teaching and learning. The literacy coach will conduct a vertical alignment of all teachers' curriculum maps to identify gaps in the writing curriculum. The literacy coach will formulate an action plan to enhance writing instruction and pedagogy in order to improve student writing skills. They will be responsible for and will oversee the implementation of a K-3 early literacy program and a K-12 writing program.
Technology Integration	Two ½ time teachers (1 in each building) will be hired to be technology integrationists. They will help teachers individually and collectively make better use of technology through the use of SMARTBoards, iPads, laptops, Apple TVs, and various other new technologies. Boyden-Hull is a 1:1 school in grades 3-12 and 1:2 with iPads in K-2. Teachers need to hone their technology skills so that they can be effective models for their students and use technology to enhance learning.
Instruction Improvement	Two ½ time teachers (1 in each building) will be hired to be instructional coaches. The instructional coach will focus on student learning and improvement in instruction. The instructional coach will form relationships with the classroom instructors to formulate action plans intended to improve instruction. Instructional coaches will meet with the administration and Teacher Quality Team (TQT) to identify district-wide needs for professional development. These teacher leaders will also attend additional workshops and training to assist teachers in improving their pedagogy.
Iowa Core Integration	The instructional coaches will assist teachers in using Curriculum Mapper as they align their instruction to the Standards. "The Standards not only define to learn,

	but they also define the type of cognitive processes in which students are to engage" (Iowa Department of Education website on Iowa Core Resources). Instructional coaches will demonstrate exemplary teaching practices integrating the Iowa Core.
Professional Learning Communities (PLC)	Eight teachers (4 in each building) will be hired as PLC coaches. They will lead the PLC groups on the early-out dismissal schedule that the Boyden-Hull CSD initiated in 2009-10. Responsibilities of PLC coaches include leadership in AIW scoring, data collection utilizing the Classroom Implementation Profile (CIP), and organization of student data for Student Assistance Team (SAT) meetings. PLC coaches will be trained as AIW instructional coaches and in the Classroom Implementation Profile (CIP) to collect data on the implementation of AIW practices (Construction of Knowledge, Elaborated Communication, and Value Beyond School). These teachers will use the data collected in the CIP to guide future decisions and focus of the AIW professional development.
Beginning Teacher Support	The mentor teachers will demonstrate exemplary teaching practices to beginning teachers (BT) at Boyden-Hull CSD. The mentor teachers will introduce BTs to programs at department or grade levels. They will meet with BTs on a regular basis to provide instructional and collegial support. They will attend mentor teacher workshops with BTs during the school year. The mentor teachers will spend time during the school year with the BTs to support them through instructional strategies, classroom management strategies, and curriculum resources. They will take them past the probationary phase in order to give extra support and work toward the goal of retaining effective teachers. They will work collaboratively with the AEA in the first two years of the program. In addition, the mentor teacher will meet with the BT 1-2 times per week to provide instructional and curriculum support. BH will add a third year in-house mentoring program to help with longevity of teachers.
New-to-District Teacher Support	Mentor teachers will also be provided to new-to-district teachers. While new-to-district teachers may have experience in education, they will need support in district initiatives and nuances. Mentor teachers will assist new-to-district teachers to become acclimated to the educational culture and communities of the BHCSD so we will be able to retain experienced and quality educators. Mentors teachers will provide 1 year of mentoring for new-to-district teachers.

Using Part 4 application narrative from previous submission?* No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

PART 4

The Boyden-Hull Community School District is committed to providing resources and support to maintain an excellent staff that is highly motivated and committed to quality education. This includes building a supportive environment within the school, promoting excellence in teaching, and increasing the retention of beginning teachers. A mentoring and induction program should improve practices of new teachers and mentors alike.

In the past 10 years, Boyden-Hull CSD has hired 14 probationary teachers. Of those 14, 13 have remained in the profession or left in response to personal or family needs rather than dissatisfaction with the profession. Only one has left the profession all together.

Current State of Mentoring and Induction at Boyden-Hull	<ul style="list-style-type: none"> Currently, mentors and mentees are matched according to their teaching assignments when possible. Mentors and mentees are required to meet weekly, as well as attend 4 Northwest AEA mentoring and induction program sessions throughout the year.
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	<ul style="list-style-type: none"> • Mentors and mentees are paired for two years. • All new teachers, and teachers new to the district, receive orientation at the fall workshop that introduces them to BH's vision for education, our initiatives, and procedures. Initiatives include (among others) Professional Learning Communities, 1:1 technology, and Authentic Intellectual Work.
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<p>Gaps</p> <p>Based on surveys of past and present mentors and mentees, and administration, we have identified the following areas in need of improvement:</p>	<ul style="list-style-type: none"> • While mentor selection is rigorous, selection process could be enhanced. • While time is sanctioned, additional time would be valuable for more in-depth feedback and conversations. • Training currently provides support for 2 years. • Time is insufficient for specific instructional observation and feedback. • Feedback is informal and non-evaluative. • Professional development, while valuable, isn't specifically addressing the needs of beginning teachers. • Roles for administrators could be more clearly defined regarding practical support for mentors and mentees.
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<p>Opportunities Afforded through TLC Funding</p> <p>A primary goal is to provide means and access necessary to increase opportunities for coaching and observation.</p>	<p>The TLC funding will be used to provide:</p> <ul style="list-style-type: none"> • Funds to provide release time in addition to common planning time for mentors and mentees to meet beyond the state requirement of 10 hours. • Protected time (1-2 hours per week) to allow for structured mentoring activities. • Allowance of additional observations and time for quality feedback. • Provision of time for mentees to observe in model teacher classrooms. • Structures for improved reflective practices. • Training opportunities for mentors in addition to district PLC time to increase coaching capacity and build on their knowledge of current research-based instructional practices. • Program extension to 3rd year. TLC funding will provide for the third year of mentoring plus any substitute teachers necessary to carry out an effective program. • Contract extensions for mentors for 2 days, which may be for equivalent hours. Along with the extended contract they will have allotted days to observe and be observed (at least once a month). Substitute teachers will free mentors when necessary. Mentors will be in the classroom, except when observing or attending training workshops.
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Mentor for Beginning Teacher (BT)	<ul style="list-style-type: none"> • Promote teacher retention. • Create a smooth and effective transition for BT. • Introduce BT to BHCS D initiatives at district, department, and/or grade levels. • Meet with BT on a 1-2 times weekly to provide instructional and curriculum support in BHCS D policies, expectations, and culture. • Attend mentor teacher workshops offered through the AEA. • Support BTs in creating and meeting professional goals in conjunction with the mentoring program. • Provide additional third year support independent of the AEA.
Mentor for New-to-District	<ul style="list-style-type: none"> • Promote teacher retention. • Create a smooth and effective transition for new-to-district teachers. • Introduce new staff to BHCS D initiatives at district,

- | | |
|--|--|
| | department, and/or grade levels.
• Meet with new-to-district teacher on a weekly basis to provide instructional and curriculum support in BHCS D policies, expectations, and culture. |
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Narrative

Using Part 5 application narrative from previous submission?*

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

PART 5

After considering input from all stakeholders, evaluating the needs of the district, and surveying the teachers and parents, we determined that 6 leadership roles (a total of 18 positions for staff leadership of 36%) would be part of our program design. The administrative team, along with the TLC planning committee, worked to map out duties and responsibilities for each role.

Role	Explanation	Duties	Compensation
Technology Integrationist (2)	Offering positions for 2 teacher leaders. One position would serve the district's Pre-K through 6th grade and one would serve 7th through 12th grade. This person's role will focus on the district's school-wide 1:1 initiative by assisting teachers individually and collectively in meeting technological needs with the intention of strengthening learning.	<ul style="list-style-type: none"> Facilitate the district's 1:1 goals Serve as member on Administrative Team (A-Team), Teacher Quality Team (TQT), and Building Level Team (BLT) Serve on the technology committee Serve as a liaison between classroom teachers and technology support systems Encourage best-practice educational strategies Attend trainings and provide trainings about technology, the integration of technology, and best practices Stay current on evidence-based practices Provide support for technology integration in the classroom and for teachers Assist with planning and implementation of professional development Collaborate with mentors to support new teachers 	<ul style="list-style-type: none"> ½ time technology integrationist ½ time teaching duties 5 additional contract days at \$250 per day \$2,000 stipend
Instructional Coach (2)	Offering positions for 2 teacher leaders. One	<ul style="list-style-type: none"> Serve as member on A-Team, TQT, and BLT 	<ul style="list-style-type: none"> ½ time leadership

	<p>position would serve the district's Pre-K through 6th grade and one would serve 7th through 12th grade. Effective instruction also happens separately from technology and necessitates instructional coaches in their respective buildings to enhance learning through better teaching strategies, encouraging engagement among learners, and boosting rigor in the classroom. These positions will strengthen learning while reducing stress among teachers who feel pressured to research effective resources and enhance best teaching strategies in addition to normal classroom duties.</p>	<ul style="list-style-type: none"> • Work inside classrooms to help teachers implement research-based strategies, demonstrate lessons, and engage in co-teaching, observing, and giving feedback • Provide ideas to differentiate instruction • Guide implementation in district initiatives • Assure integrity and consistency of curriculum across the district • Align curriculum and Iowa Core • Collaborate on common assessments • Evaluate data and provide insight to PLC leaders • Coach teachers with guided reflection • Research and share instructional resources • Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership functions • Collaborate with mentors to support new teachers 	<ul style="list-style-type: none"> • ½ time teaching duties • 5 additional contract days at \$250 per day • \$2,000 stipend
Literacy Coach (2)	<p>Offering positions for 2 teacher leaders. One position would serve the district's Pre-K through 6th grade and one would serve 7th through 12th grade. Literacy is foundational to all education. Although reading has always been a high priority for educators and should remain so, we argue that writing, and writing across all areas of the curriculum, is equally important. As such, focusing on literacy, especially literacy in writing, will be the focus of the literacy coach. As writing becomes more ingrained in every classroom, the duties for this position will likely transition to a focus on all forms of literacy.</p>	<ul style="list-style-type: none"> • Work with BLT and TQT to organize, coordinate, plan, and facilitate professional development and school improvement efforts • Seek out latest research/development and provide leadership in determining strategies for implementing writing • Provide teaching demonstrations in instruction, paper management, and assessment • Coach teachers across the grades with a focus on improving writing instruction for all learners • Communicate regularly with building administrators • Work closely with instructional coaches to develop model classrooms across grade levels and content areas • Collaborate with mentors to support new teachers 	<ul style="list-style-type: none"> • ½ time leadership • ½ time teaching duties • 5 additional contract days at \$250 per day • \$2000 stipend
Mentor for Beginning Teachers (BT) (2)	<p>Although fresh and optimistic, new teachers quickly learn the difficulties and stresses of a full classload. Mentor teachers, implemented as needed, will provide emotional and educational support to new teachers who strive to master their craft, thereby strengthening learning.</p>	<ul style="list-style-type: none"> • Promote teacher retention • Create a smooth and effective transition for BT • Introduce BT to BHCS D initiatives at district, department, and/or grade levels • Meet with BT 1-2 times weekly to provide instructional and curriculum support in BHCS D policies, expectations, and culture • Attend mentor teacher workshops offered through the AEA • Provide additional third year support independent of the AEA 	<ul style="list-style-type: none"> • Full time classroom teacher • 2 additional contract days-\$250 per day • \$500 stipend

Mentors for New-to-District Teachers (2)	Although not new to teaching, teachers joining a new district face many of the same concerns as teachers new to the profession. To support these teachers, a year-long mentor, implemented as needed, will guide them in district policy and culture to ease their transition and assist in strengthening learning.	<ul style="list-style-type: none"> Promote teacher retention Create a smooth and effective transition for new-to-district teachers Introduce new staff to BHCS D initiatives at district, department, and/or grade levels Meet with new-to-district teacher on a weekly basis to provide instructional and curriculum support in BHCS D policies, expectations, and culture 	<ul style="list-style-type: none"> Full time classroom teacher 1 additional contract day--\$250 per day \$500 stipend
PLC Coach (8)	Eight teachers will function as PLC coaches for other teachers in the district. Each leader, assigned to a small group of teachers, will lead AIW and small group PLC meetings as well as instruct co-workers in other best-practices to strengthen learning.	<ul style="list-style-type: none"> Serve as a member of the BLT Lead PLC team meetings Display knowledge of evidence-based practices Support classroom teachers' professional growth Observe and demonstrate instructional strategies Support school initiatives in practice and positively promote with actions Open classrooms for observation and be available to observe others as part of the collaborative efforts Provide feedback to teachers and assist with assessment Receive training in Classroom Implementation Profile (CIP) Utilize Classroom Implementation Profile(CIP) to conduct non-evaluative observations and feedback 	<ul style="list-style-type: none"> Full time classroom teachers 2 additional contract days--\$250 per day

Current research finds that teachers in leadership roles have greater job satisfaction and help to create a positive school culture. As well, the survey results from parents, teachers, and administration listed the need for consistent collaboration, a key factor in our plan. As these defined roles influence the administrators and staff, a cohesive culture of school improvement will empower everybody to work towards greater student achievement.

Using Part 6 application narrative from previous submission?*

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

PART 6

The Boyden-Hull CSD selection process calls for multiple data points when hiring and evaluating the effectiveness and professional growth of teacher leader candidates. Considering candidates from multiple perspectives will help us hire the candidates who are most fit for the leadership positions. An interview committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Recruitment	Meetings will be held in each building to address the opportunities and benefits for teacher leaders. Eligible teachers are those who have been in the BHCS D at least 1 year and also have at least 3 years of teaching experience. Teacher leadership positions will be posted and the TLC planning team will encourage teachers to apply.
Selection & Training Interview Committee	The interview committee will be made up of equal numbers of teachers and administrators with each building being represented. Members of the interview committee will be nominated by the TLC planning team and appointed by the administration. If a member of the interview committee applies for one of the leadership roles of the TLC grant, they will be excused from the interview committee and a suitable replacement will be found. Confidentiality will also be a focus during this selection process. Members of the interview committee will be familiar with the 7 domains of the <i>Teacher Leader Model Standards</i> and the <i>Teacher Leader Self-Assessment</i> from the Center for Strengthening the Teaching Profession. These instruments will be used in assessing the personal qualities of each of the applicants for the TLC positions.
Phase 1: Initial Application & Screening Process	Each applicant will be asked to submit the following: <ol style="list-style-type: none"> 1. A letter of application in response to the following: <ol style="list-style-type: none"> a. Why they are applying for the position? b. Why they believe this position is important to the district? c. What experiences or attributes do they possess that would enable them to grow professionally in this role? 2. <i>Teacher Leader Self-Assessment</i> from the Center for Strengthening the Teacher Profession. This tool is intended to help teachers identify individual areas of strength and growth in the teacher leader domains. 3. A resume for evidence of continued growth as a professional and prior leadership experiences 4. Copies of Professional Learning Plans from the applicant's last three years. 5. Two letters of recommendation that speak to effectiveness and fitness for teacher leadership. One of the letters must come from a colleague in the district and the other from a reference of their choice. <p>All of these materials will be screened by the interview committee to determine which candidates to interview for the leadership position.</p>
Phase 2: Interview	During the interview all candidates will respond to the same questions created for each specific leadership role. Questions will be developed around the 7 domains from the <i>Teacher Leader Model Standards</i> . Individual questions may be asked of the individual based on the applicant's responses to the <i>Teacher Leader Self-Assessment</i> . Applicants will also be asked to respond to realistic and hypothetical scenarios related to the specific leadership role. Interviewers will show preference to applicants who show strength in collaboration, communication, innovation, and lifelong learning.
Phase 3: Scoring & Selection	The Interview Committee will evaluate each candidate's responses to the questions specific to each position, assess the candidate using the <i>Teacher Leader Self-Assessment</i> , and conduct a consensus building process to select a candidate for each position for recommendation to the superintendent.
Phase 4: Annual Review	All teacher leaders, using their job description, will submit a self-reflection of their performance to the administration. Surveys will collect feedback from peers regarding their experiences with teacher leaders. The administration will provide them with formative feedback regarding their performance against the tasks assigned in the job description as part of the annual review. A teacher who has completed the time period of their leadership assignment may apply for a new leadership role or reassign for current role.

Narrative

Using Part 7 application narrative from previous submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

PART 7

Developing effective professional development based on data-driven decision-making is one of the district's initiatives. The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. lesson design, progress monitoring, student concerns, feedback) ultimately leading to increased student achievement. The teacher leaders such as technology integrationists, instructional coaches, literacy coaches, mentor teachers, and PLC coaches have an extensive role in the development and delivery of the Boyden-Hull CSD's Professional Development Plan. BHCSD aligns the planning phases and incorporates key elements with the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	Technology integrationists, instructional, PLC, & literacy coaches, & mentor teachers will review building-level student data, C-Plan goals, and AYP results to determine areas of need, while assisting in the development of a district-wide PD plan.
Collect and Analyze Data	All district teachers will analyze student data during a professional development day as specified in the BH Assessment Plan. Technology integrationists, instructional, PLC, & literacy coaches, & mentor teachers will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessments to drive Tier II and Tier III instruction.
Goal Setting & Student Learning	Technology integrationists, instructional & literacy coaches will lead the goal-setting and instructional strategy selection process based on system data (from IA TIER, MAP, Iowa Assessments, etc.) to ensure that goals support the Iowa Core. Literacy & PLC coaches will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular areas. PLC coaches will help formulate grade level or professional development plans for teachers.
Selecting Content	Technology integrationists, instructional & literacy coaches will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the IA Core. PLC & literacy coaches will facilitate the exploration of learning strategies that will be most helpful for student achievement in curricular areas. Mentor teachers will demonstrate and review requested strategies and follow up with mentees to evaluate new strategies.
Designing Process	Teacher Quality Team (TQT) will monitor delivery of the professional development through the existing PLC structure and staff inservice days. Technology integrationists, PLC, instructional, & literacy coaches will design PD to include theory, demonstration, practice, and collaboration while reflecting the IPDM for all teachers. Mentor teachers will differentiate needs of Beginning Teachers and New-to-District Teachers in creating implementation plans.
Training and Learning Opportunities	Technology integrationists, instructional, PLC, & literacy coaches, & mentor teachers will help deliver district- and building-level PD, while aligning the current district initiatives that include MTSS, IA Core implementation, STEM, & K-12 literacy and writing. Technology integrationists, instructional & literacy coaches will co-teach and model learning strategies being studied in PD.

Collaboration	<p>Our PLC system has been in place for 7 years with early dismissal times every Wednesday to create a true collaborative process PK-12. PLC coaches and mentors will lead the PLC work by facilitation of learning and collaborative design when implementing the multi-tiered systems of supports. PLC & literacy coaches will help establish the yearly schedule and systems to monitor and track each PLC team.</p> <p>Mentor teachers provide support for teachers in lesson design, modeling strategies, curriculum mapping of IA Core, and other district initiatives.</p>
Implementation	<p>All teacher leaders will focus on the district TLC plan that improves instruction and learning by monitoring student achievement and behavior data. From this data, the district can direct, create, and implement professional learning through our existing PLC and TQT structures. The implementation will be studied through TLC-developed surveys, data study, and implementation notes.</p>
Formative Evaluation (Formative)	<p>Technology integrationists, instructional, PLC, & literacy coaches, & mentor teachers will collect and analyze progress on the professional development implementation data through surveys and student achievement and behavior data. The results of the formative data set will be shared at Building Leadership Team meetings.</p>
Program Evaluation (Summative)	<p>Technology integrationists, instructional, PLC, & literacy coaches, & mentor teachers will use the following data points to measure the effectiveness of the district professional learning plan:</p> <ul style="list-style-type: none"> • student achievement and behavior data • score from the IPDM District Profile (self-study) • implementation data from PLC team notes • walkthrough data from building principals <p>This information will be shared with the school district through the SIAC, school board, and the public.</p>
Developing Teacher Career Plan	<p>Technology integrationists, instructional, PLC, & literacy coaches, & mentor teachers will assist teachers in writing their professional learning plans by analyzing data, along with setting building and district goals with the administration.</p> <p>All teacher leaders will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goals.</p>

Using Part 8 application narrative from previous submission? ☐ No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

PART 8

All components of Boyden-Hull's TLC plan encompass the goals defined within our core beliefs:

Core Belief 1: Community--Boyden-Hull is committed to students, families and communities essential to the life of the school. We strive to build a sense of family within this community and supported by the community.

Boyden-Hull's TLC plan is rife with community building.

- Technology integrationists, instructional coaches, literacy coaches, mentors (for beginning and new-to-district teachers), and PLC coaches build community with and among staff as they assist teachers individually and collectively to find solutions to problems and to implement strategies for improved instruction. Each position builds strong relationships and learning communities to further strengthen

instruction.

Core Belief 2: Empowerment--We dedicate ourselves to creating lifelong learners adept at problem solving and prepared for learning and success beyond our school.

Boyden-Hull's TLC plan launches administrators, teachers, and students into lifelong learning.

- Teacher leaders in all of the new positions will dedicate themselves entirely to learning for themselves and empowering other teachers so that they may facilitate lifelong learning in their students. Not only will these teacher leaders solve problems, but they will also assist teachers and thereby students, individually and collectively, in problem-solving in areas of technology and best-practices instruction. If these teacher leaders are utilized at all levels of education, students will encounter enhanced instruction leading to success well beyond the walls of our institution.

Core Belief 3: High Standards--We challenge all stakeholders to high achievement: students, employees of the district, and community.

Boyden-Hull CSD takes education seriously. We demand high achievement from teachers and students alike.

- All of our teacher leaders will encourage high achievement from themselves and the teachers they assist. By helping to incorporate strategies that bolster engagement, rigor, and higher order thinking skills through best-practices, we will improve instruction to enhance the ability of every student to learn and succeed at higher levels. Annual review of teacher leaders will further enhance student achievement through improved instruction.

Core Belief #4: Innovation--We encourage students and staff to take risks, think creatively, and find solutions in an ever-changing world of education.

Every component of Boyden-Hull's TLC plan requires innovation from those in leadership positions all the way to the youngest students in the district.

- All of our proposed positions will assist and encourage teachers to take risks through innovative strategies that increase interest and effectiveness in their classrooms in the ever-changing world of education.
- The mentor program fosters creative ways to solve instructional problems in the classroom. Although not every technique will gain results, each attempt will result in a deeper understanding of solution-based instruction.

Measurement: Ultimately, our students will find greater academic success in all areas through the 18 leadership roles which adhere to our core beliefs. That said, NCLB and other state and federal initiatives measure success in key areas such as reading, science, and math. For that reason, our academic measurement will focus on those key areas.

- **Academic Short Term:** We will focus on weekly and bi-weekly formative assessments at the classroom level.
- **Academic Long Term:** We will focus on Iowa Assessments in levels 2-11, MAP Assessments in levels 3-11, AIMSweb testing in levels K-6, and ACT results. Furthermore, we will consult trend data among all our standardized tests. Beyond testing data, we'll continue to monitor implementation of the Iowa Core curriculum through curriculum mapping.

Other short term measurements:

- Reflect on implementation of TLC throughout district
- Solicit feedback from teachers about mentors
- Survey new teachers
- Monitor professional development reflections and evaluations
- Track interest in the TLC positions
- Solicit reflections from teacher leaders
- Gather input from teachers, administrators, board members, and community
- Gather information from Building Leadership Teams

Long term measurements (reviewed annually):

- Review retention rates of teachers
- Survey teachers concerning job satisfaction and support
- Review summative measures of achievement data
- Assess whether Annual Progress Report (APR) goals are met
- Review individual professional development plans
- Review district professional development program evaluation

Monitoring and Adjusting the Plan: Annually, the TLC Review Council, comprised of teachers and administrators, will meet and review the data points listed above as well as reviewing data points with the School Improvement Advisory Council. During meetings, the Building Leadership Teams will analyze student assessment data to measure the effectiveness of the teacher leaders. Further monitoring will occur through regularly scheduled communication between teachers and administrators. Support and adjustments will be provided through these discussions of the effectiveness of the TLC program goals.

Using Part 9 application narrative from previous submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

PART 9

Capacity to Implement Teacher Leadership Program

The process of designing Boyden-Hull's TLC plan has been a thorough and inclusive one. Through parent and staff surveys/feedback and staff inservices, we gained clarity on district initiatives and how they aligned with our program. Throughout the design process, we encouraged open feedback from stakeholders. By empowering these voices in the design process, we have fostered a large-scale effort to make the program successful.

Successful Implementation of Past Initiatives

The Boyden-Hull CSD has implemented professional development in the past by utilizing teacher leaders to build capacity within each initiative. Beginning with the Professional Learning Communities (PLC), administrators and teacher leaders attended workshops and trainings with one another. The attendees then brought their learnings back to the entire staff to share, teach, and implement the initiatives together. This model has been used in Sheltered Instruction Operational Protocol (SIOP) training, PLCs, Authentic Intellectual Work (AIW), and various technology trainings like Moodle and Google Applications. The Boyden-Hull CSD is entering the 7th year of its PLC Wednesday schedule. Boyden-Hull is also entering its 6th year of AIW. We have been able to sustain our professional development by building capacity and leadership from within our current staff. Through the rigorous selection process developed, strong and qualified teacher leaders will be selected to carry on this tradition at Boyden-Hull within the TLC grant.

Successful Implementation and Sustaining of TLC

One of the challenges of being a small district is recruiting the necessary participants for the TLC grant. Despite our district's size, many individuals have already filled leadership roles in the past without compensation. Recruitment of existing teacher leaders will enable the district to build on the existing professional development initiatives.

We have allowed for the flexibility of individuals to apply for a part-time position or potentially two ½ time positions, based on their abilities. (For example, instead of having 1 full-time technology integrationist for the district, we could have two part-time technology integrationists which would allow for collaboration in this position.) Accommodating ½ time positions requires far more scheduling flexibility than full-time positions. However, having a greater number of individuals involved in the teacher leadership positions allows for greater

possibilities for collaboration in similar roles.

Another challenge in the TLC grant is the discomfort teachers may feel having other instructors in their classrooms. The educational profession for decades has operated as "islands of isolation"; inviting other instructors into the classroom could be perceived as threatening. However, as a district and through our past initiatives, we have built trust in constructive feedback. Through established group norms, collaborative groups have worked together to improve the instruction in their classrooms. Through the selection process of the applicants, we will be able to identify the best applicants for the leadership positions who have worked alongside their peers in recent years in our PLC and AIW initiatives.

While the teacher leaders have experience working alongside their peers, they will need additional training to become effective teacher leaders. Some of the teacher leadership positions will have required training.

Technology integrationists, instructional coaches, and literacy coaches will be able to attend state and national conferences on a rotating basis. Mentors will attend mentoring workshops to equip them with the necessary skills to support beginning teachers. Other positions will have training identified by administration that will help enable the teacher leaders to be more effective in their specific role. The school district will support the teacher leaders in their pursuance of growth and effectiveness as teacher leaders.

Key Staff and Responsibilities for Plan Sustainability

Superintendent: The superintendent will be responsible for continually providing the vision for the TLC Program. As the leader of the district, the superintendent will need to keep lines of communication open among all leaders as the district adjusts to a new leadership environment. Keeping all stakeholders apprised of the program will be a critical role of the superintendent.

Principals: The two principals will play a key role in the success of the TLC program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, principals will be essential in the development of teacher leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

Teacher Leadership: All leaders will be important as the district transitions to the TLC program. Using their skills and passion they will work one-on-one with staff to build relationships and trust to focus on the key elements of the TLC program.

Boyden-Hull does not intend to partner with any other district to implement our TLC plan. We will continue to work with Northwest AEA to deliver our first two years of our mentoring program and will look to them to provide resources and guidance on the professional development program.

The TLC plan, Model 3, will enable the Boyden-Hull CSD to enhance the already positive program offered to the students and community members in the district. It will also make the teaching and learning environment of Boyden-Hull one of the most positive possible for current and future staff members.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$33,753.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$150,237.00
Amount used to provide professional development related to the leadership pathways.	\$3,926.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	
<i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$187,916.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number*	618.0
The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.	
District Enrollment-Based Allocation	\$193,236.24
Total Allocation	\$193,236.24

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$187,916.00
If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.	
Remaining Allocation to be Budgeted	\$5,320.24

Budget Alignment

Using Part 10 application narrative from previous application?* No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

PART 10

PART A
Boyden-Hull already meets the minimum salary requirements of \$33,500. As a result, no funds will be expended in this area.

PART B
Technology Integrationists/Instructional Coaches/Literacy Coaches
We are hoping to find successful candidates for each of these positions within the district and envision these positions to either be 6 part-time, 3 full-time, or a combination therein, depending on the candidates. To offset the loss of student contact time we anticipate that we will need to hire three additional instructors.

POSITION	FTE	NUMBER OF NEW	SALARY	BENEFITS	INSURANCE COSTS	TOTAL AMOUNT /	TOTAL
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		POSITIONS				POSITION	
New Teacher	1.0	3	\$37,110	\$6,079	\$6,890	\$50,079	\$150,237

Teacher Leader Stipends and Extra Days Budget

POSITION	FTE	NUMBER OF POSITIONS	STIPEND	EXTRA DAYS	SALARY PER DAY	TOTAL SALARY	BENEFITS	TOTAL AMOUNT
Instructional Coach	0.5	2	\$2,000	5	\$250	\$6,500	\$1,065	\$7,565
Literacy Coach	0.5	2	\$2,000	5	\$250	\$6,500	\$1,065	\$7,565
Technology Integrationist	0.5	2	\$2,000	5	\$250	\$6,500	\$1,065	\$7,565
TOTAL								\$22,695

Beginning Teacher (BT) Mentors

The actual number of mentor teachers will vary each year depending on BTs in the district. The mentor teachers will take the BTs past the probationary phase and through their third year of teaching. We have budgeted for four positions and they will be given a stipend of \$500 along with two additional contract days at \$250 per day. The total amount budgeted for these positions including benefits is \$4,656. Additional funds may be needed and some of the excess amount would be held in reserve for that purpose.

New-to-District Mentors

The number of new-to-district mentor positions will vary from year to year but we budgeted for two positions per year. These positions will be given a \$500 stipend and \$250 for one additional contract day. The total budgeted amount including benefits for this position per year will be \$1,746.

PLC Coach

These positions would be for teachers who lead our different PLC teams. We have budgeted for eight positions with each position receiving two additional contract days at \$250 per day. The total budgeted amount including benefits for this position per year will be \$4,656.

PART C

If we are successful in filling of the positions identified above, we would need to hire up to three new staff members to cover areas that would no longer fit within each of these teacher leader's schedules. We would need to hire teachers newer to the profession in order to allow it to fit within the current budget of the TLC grant. It is estimated that this would come close to \$150,236 when salary and benefits are added in this total.

PART D

The remaining funds of \$3,926 would be reserved for professional development activities. This amount could be supplemented by teacher quality professional development dollars.

PART E

We did not reserve any funds for this area and fully intend to use general fund revenues to offset any cost associated in this area.

HOW WILL THEY BE ALIGNED TO OUR GOALS

The teacher leader positions are broken down into two different sets, one directed at improving instruction within the classroom and the other at improving the working conditions within the district to make it a more collegial experience for teachers.

At Boyden-Hull we strive to "Be the Best We Can Be." Each of these positions play a crucial role in moving us closer to that goal. It is our belief that high achievement in school begins with high quality teaching and continued focus on learning. In our Core Beliefs we acknowledge that fundamentals of education do not change and that students need to be able to communicate through all forms of expression. They need to be able to listen, to write, to read, to compute and reason, to wonder and finally to be able to discern written and spoken words to become a productive citizen of the world

Two of these positions, the literacy coach and the instructional coach, play key roles in this development of teachers towards the overarching goal of improving instruction. The third key area is that of the technology integrationist. While technology does not play directly into enhanced literacy or instruction, we acknowledge that it is an extremely powerful tool and can be a tremendous accelerant in the overall learning process.

We will continue to use our current structure of PLCs which allows teachers to connect and grow as colleagues and professionals.

The remaining positions are geared towards helping new teachers acclimate to the district. It would be our belief that we need to surround them with as much support as possible to allow an understanding of the culture at Boyden-Hull while enhancing student learning.

Budget Summary

POSITION (AMOUNT AVAILABLE)		\$187,916
New Teachers	\$150,236	
Teacher Leader Stipends and Extra Days	\$22,695	
Beginning Teacher Mentors	\$4,656	
New-to-District Mentors	\$1,746	
PLC Coaches	\$4,656	
Professional Development	\$3,926	\$187,916
Balance		0